

THE CHINESE UNIVERSITY OF HONG KONG**Funding Scheme for Development of Community-engaged Learning
supported by the Teaching Development and Language Enhancement Grant for 2022-25**

Project Title: Community-engaged Learning in Teacher Education: A STEM Empowerment Community Project for Underprivileged Children

Principal Supervisor(s) and Unit(s):

Professor NG Oi Lam, Department of Curriculum and Instruction

Project Objectives

This project aims to address the digital divide and STEM inequalities by empowering underprivileged children through community-engaged computational thinking (CT) education. It also seeks to embed community engagement in teacher education and foster socially responsive pedagogical practices.

Implementation and Deliverables

Undergraduate students from the BEd in Mathematics and Mathematics Education programme co-designed and delivered inclusive CT-infused mathematics modules in collaboration with local schools and NGOs. Activities included piloting a community project titled “*I’m a Programming Mathematician*”, which involved Scratch-based tasks. Deliverables included one redesigned course, a student training module, one peer-reviewed publication, a professional development workshop, and a public-facing website

Outcomes and Achievements (including Impact on Teaching and Learning)

Findings from student interviews indicated that the CT-integrated learning was empowering and engaging. Students described programming activities as creative, open-ended, and collaborative, contrasting with traditional mathematics learning. Undergraduate participants gained hands-on teaching experience and developed a service-oriented mindset.

Evaluation

Qualitative feedback (interviews, reflections, and video evidence) supported the project's positive impact on both community learners and future teachers. Evaluation methods emphasized student agency, engagement, and professional growth.

Dissemination, Diffusion and Sharing of Good Practices

The project has been shared through a dedicated website, and dissemination efforts include an upcoming conference presentation and an experience sharing session within CUHK. These platforms promote sustainable and replicable practices in CT-rich, community-engaged learning.

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Project Title: Community-engaged Learning in Music Performance Courses

Principal Supervisor(s) and Unit(s):

Dr. POON Kiu Tung, Department of Music

Project Objectives

This project: 1) promotes community engagement through partnerships that connect classroom knowledge to real-world environments; 2) integrates community-engaged learning into two practical music courses, with potential for broader implementation; 3) helps students understand the arts and cultural ecosystem and current issues in performing arts education and industry; 4) shows students how their role as artists can benefit society.

Implementation and Deliverables

Activities included weekly training by the instructor, 20 specialist-led trainings, and a session with an art administrator. There were 2 large-scale concerts with Le French May, 4 community concerts with Tom Lee Music, and 4 interactive concerts each with Jocky Club Cadenza Hub and Hong Kong Sheng Kung Hui Nursing Home. Additionally, 3 interactive concerts were held with Shatin Pui Ying College. Institutional partners visited Hong Kong to work with CUHK students and faculty on interactive performance delivery. The PI visited Kunitachi College of Music for a community-engaged festival and collaborated with Dr. Ohrui and Dr. Michiko Oshima. Online exchanges were conducted with Toho College of Music, Kunitachi College of Music, Senzoku Gakuen College of Music, and Dr. McCain from the University of Memphis.

Outcomes and Achievements (including Impact on Teaching and Learning)

Student feedback is positive towards the project activities. They are excited to present their skills in real-world settings and interact with the community. They are also eager to work with faculty and students from another culture. The PI observed that students are motivated by the community learning component, resulting in higher quality final work. Community partners, including Cadenza Hub and SKH Nursing Home, appreciated the community concerts and expressed interest in continuing them. Seniors were engaged and appreciative, with some showing emotional responses to the performances. Shatin Pui Ying College also provided positive feedback and wishes to continue collaborating in the future.

Evaluation

The KPIs achieved exceeded expectations due to the enthusiasm from students and community partners. Achievements include: 2 courses involved, 12 specialist-led trainings, 17 community and interactive concerts, 71 CUHK students enrolled, around 200 active community participants, and an audience of around 550. Students' professional and communication skills improved, their attitudes and values changed through collaboration, and 9 external partnerships were established.

Dissemination, Diffusion and Sharing of Good Practices

A proposal on the community-based learning model will be submitted to the CUHK learning expo, and a conference proposal will be submitted to an international music conference.

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Project Title: Solutions Journalism: Storytelling, Community Engagement, and Social Innovation

Principal Supervisor(s) and Unit(s):

Professor FANG Kecheng, School of Journalism and Communication

Project Objectives

This project developed an experiential learning course combining solutions journalism with podcast production to document social innovation stories in Hong Kong and Shenzhen. Students learned to create narrative podcasts while engaging with NGOs and social enterprises, developing both professional skills and civic awareness.

Implementation and Deliverables

Fifteen students participated in this community-engaged learning initiative, producing five podcast episodes featuring social innovators. The course integrated professional mentoring from industry experts, structured community engagement guidelines, and intensive feedback mechanisms. Deliverables included a podcast series, teaching materials, and a journal paper submission.

Outcomes and Achievements (including Impact on Teaching and Learning)

Students demonstrated significant growth in storytelling capabilities, technical skills, and understanding of social innovation. The project successfully bridged academic learning with community engagement, creating lasting partnerships with NGOs and social enterprises.

Evaluation

Comprehensive evaluation through pre/post surveys, one-on-one interviews with students, reflection videos, and stakeholder feedback indicated strong achievement of learning objectives. Students showed improvement in professional competencies and community engagement skills. Community partners reported positive impact from the storytelling collaboration.

Dissemination, Diffusion and Sharing of Good Practices

The project's methodology has been shared in the School of Journalism and Communication, informing similar initiatives in other faculties. The teaching model has attracted interest from mainland universities, particularly regarding the integration of solutions journalism with community engagement. Project materials and protocols have been documented for replication.

The project demonstrates effective integration of professional skill development with community engagement, providing a sustainable model for future experiential learning initiatives.

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Project Title: Developing Collaborative Formal and Non-Formal Learning for Service Learning at THE CHINESE UNIVERSITY OF HONG KONG: A Cultural-Historical Activity Theory Framework

Principal Supervisor(s) and Unit(s):

Professor LEE Wing Yan Vivian, Centre for Learning Enhancement And Research

Project Objectives

This project studies undergraduates' service-learning motivation at CUHK using the Self-Determination Theory (SDT). Project findings inform SL course design and policy.

Implementation and Deliverables

From April to August 2024, the team designed teacher/student surveys using validated tools. After ethics approval (SBRE-23-0942) and pilot testing (July-August 2024), data collection occurred from September 2024 to January 2025. Findings were disseminated through conferences, manuscripts, micromodules, and videos.

Outcomes and Achievements (including Impact on Teaching and Learning)

Initial findings were presented at CUHK's T&L Expo (Dec 2024) and three international conferences (Mar-Apr 2025). The team drafted two English manuscripts for Q1 submission. Videos, based on research findings, are in preparation to share CU students' motivational profile in SL and their implications for supporting students' basic psychological needs for student engagement.

Evaluation

The project successfully achieved KPIs: 4 conference presentations, 2 manuscripts (English/Q1), and inter-institutional collaborations. Micromodules and training materials are underway using research findings to enhance SL programs, exceeding initial dissemination and partnership targets. Conducting a thorough literature review of frameworks before proposal could have identified SDT's suitability earlier, saving pilot phase time.

Dissemination, Diffusion and Sharing of Good Practices

Findings were presented locally and internationally to inform SL implementation among Hong Kong educational institutions. Two English manuscript target Q1 publications. Results inform CUHK's SL policies and training while promoting best practices across institutions.

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Project Title: Development of Pre-trip/Pre-service Training Materials to Understand Aging in Place in a Rural Community on Lamma Island, Hong Kong

Principal Supervisor(s) and Unit(s):

Dr. LEE King Wa Kent, Department of Sociology

Project Objectives

This project is designed to achieve learning objectives, including promoting intergenerational dialogue and deepening participants' appreciation for the lifestyles and stories of older residents through developing learning materials related to service trip visits on Lamma Island.

Implementation and Deliverables

The initiative has facilitated a pilot visit to Lamma Island with CUHK Shaw College General Education students, a service field visit involving sociology students, a community sharing session on Lamma Island, and an exhibition held on the CUHK Campus, and a permanent virtual exhibition made available at the Department's website. Through these activities, four video interviews and one audio interview were produced. It also led to the development of four micro-modules.

Outcomes and Achievements (including Impact on Teaching and Learning)

This project enhanced students' research and critical thinking skills through hands-on engagement. Student feedback highlighted a deeper empathy and understanding of aging experiences and greater appreciation for intergenerational dialogue. The outputs support SDG 3 (well-being) and SDG 11 (inclusive communities), aligning with institutional goals of sustainability and community engagement.

Evaluation

The original evaluation plan used KPIs including organized courses/activities, attitude changes, modules developed, collaborations, and sharing sessions, which were assessed via surveys, focus groups, and reflections. The KPIs effectively captured positive shifts in student attitudes and outputs of teaching materials. However, refinements should include structured post-interview surveys or discussions with older residents to better assess the intergenerational impact.

Dissemination, Diffusion and Sharing of Good Practices

This project's NGO partnership amplified intergenerational impact. The collaboration also laid the groundwork for a new Lamma Island research initiative. Good practices include multimedia storytelling for engagement and cross-sector partnerships—replicable strategies for community-based learning and rural sustainability research.